

Dimensions of Learning

Which Dimensions are you most interested in exploring?
What is it?



How can it help
my teaching?

Dim 5: Habits of Mind



3-min Pause (Dim2)



Take 3 minutes to think about what you have done
Think about it...

Dim 4: Use
Knowledge
Meaningfully

Dim 3: Extend and Refine
Knowledge



Dim 2: Acquire and
Integrate Knowledge

Dim 1: Attitudes and Perceptions



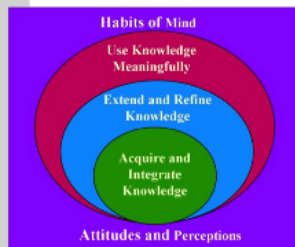
Dimensions of Learning

Which Dimension are you most interested in using in your classroom? Why?

What is it?

SO...

What are the 5 Dims?



And how do they fit together?

How can it help my teaching?



- Framework of 5 types of thinking (dimensions of learning) that are essential to successful learning
- Gathers and organises strategies that are known to work
- Designed to reduce reliance on chalk and talk
- Puts student at centre of learning process

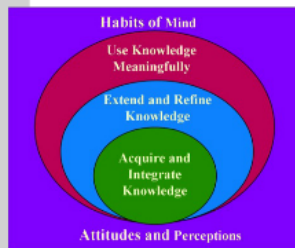
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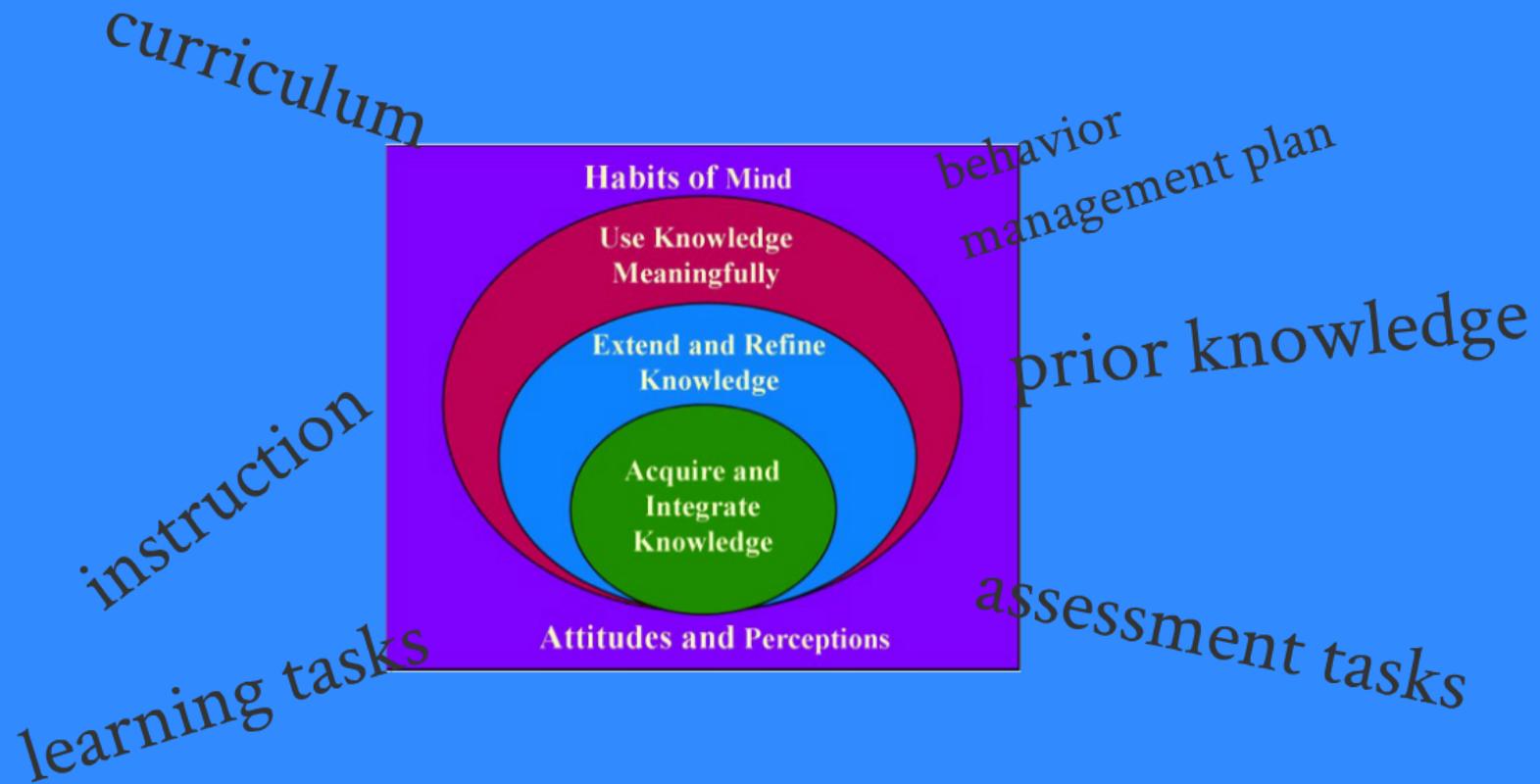
explicit teaching



- offers toolkit of strategies that help teachers teach and students learn
- emphasises explicitly teaching these strategies
- students learn to select and apply strategies
- students become independent learners

AND?

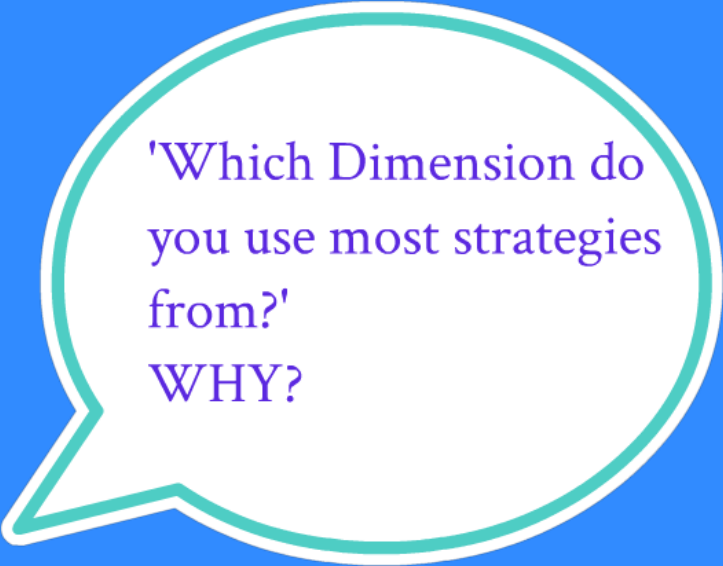
Structures picture planning



AND?


Develops common language

talk about learning with
students, other teachers

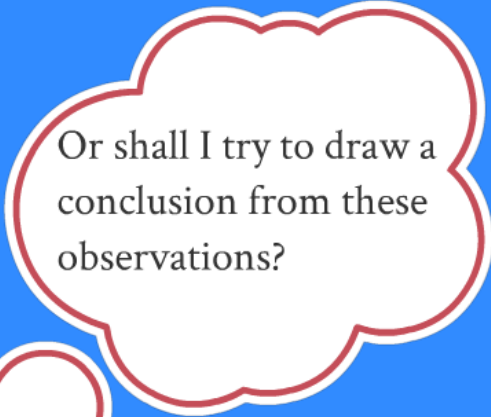


'Which Dimension do
you use most strategies
from?'
WHY?

think about learning



Would it help me to
classify this list of
info?



Or shall I try to draw a
conclusion from these
observations?

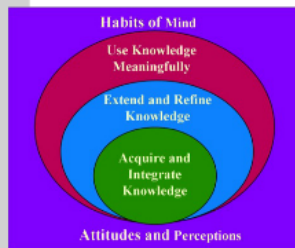
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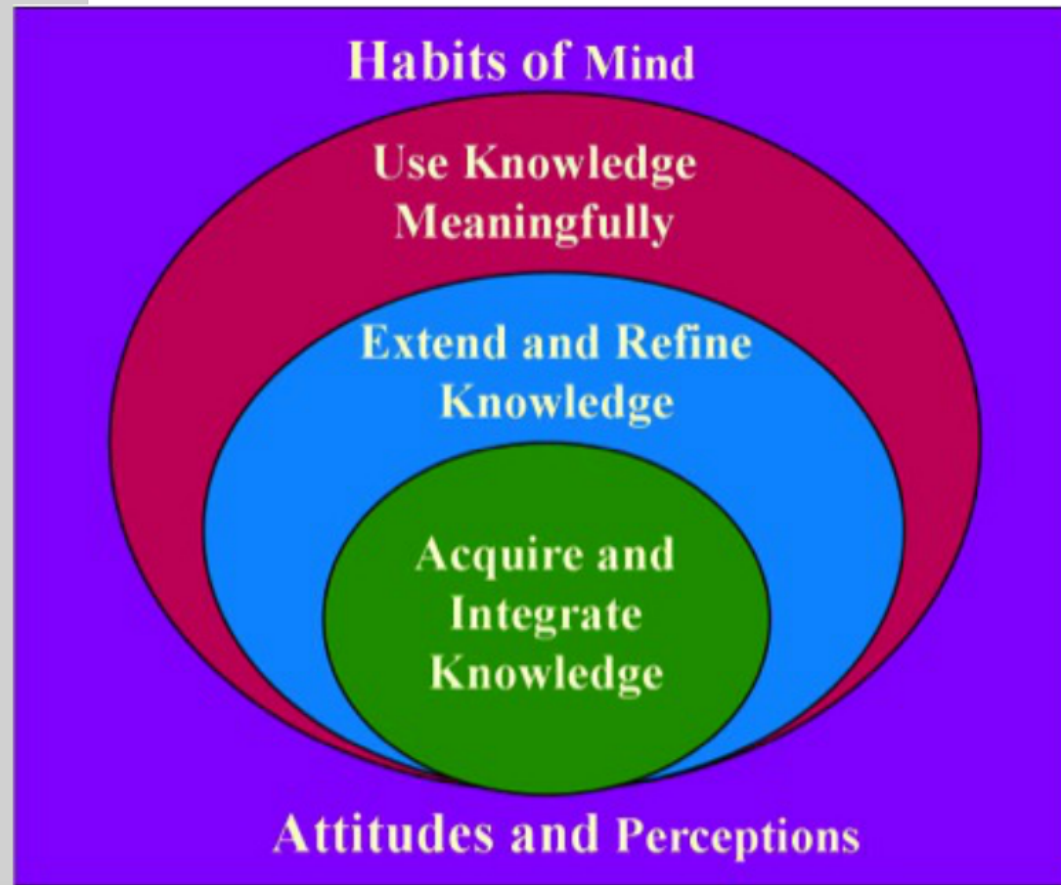


And how do they fit together?

How can it help my teaching?

SO...

What are the 5 Dims?



And how do they fit together?

Dim 1



Classroom Climate

Feel accepted by Teachers and Peers



Experience a Sense
of Comfort and
Order

Classroom Tasks



Perceive Tasks as Valuable and Interesting

Believe they have the Ability and
Resources to Complete Tasks

Understand and be Clear about Tasks

Classroom Climate

Feel accepted by Teachers and Peers

*Experience a Sense
of Comfort and
Order*



Classroom Tasks



Perceive Tasks as Valuable and Interesting

Believe they have the Ability and
Resources to Complete Tasks

Understand and be Clear about Tasks

Rotating Papers

Work in 2 groups on one sheet at a time, each sheet divided into two columns

Feel accepted by
teachers and
peers

Experience a sense
of comfort and
order

Develop positive
attitudes about
classroom tasks

Believe they have the
ability and resources to
complete tasks

1. Brainstorm activities that
would work towards achieving
the aim: use info from the
text/own exp. (5 min)

2. New sheet: read responses and
add your thoughts (2 min)

Dim

Critical Thinking Habits

- Accuracy
- Clarity
- Open mindedness
- Restraining impulsivity
- Taking a position when warranted
- Responding appropriately to others

Creative Thinking Habits

- Perseverance
- Pushing the limits of knowledge and abilities
- Developing own standards of evaluation
- Developing unconventional ways of viewing a situation

5:

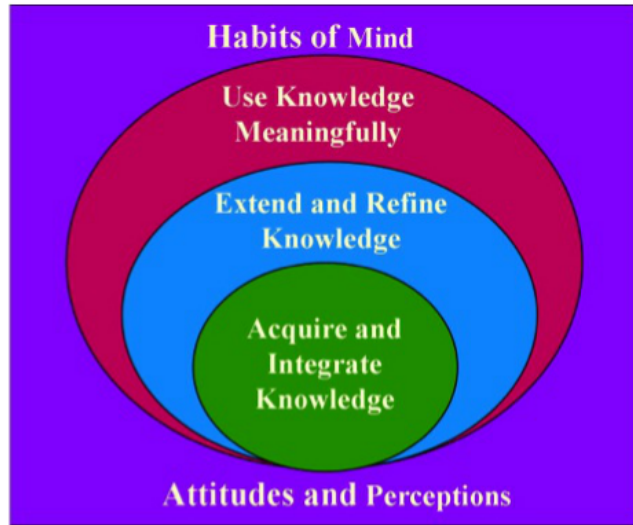
Self-regulated Thinking Habits

- Monitoring own thinking
- Plan appropriately
- Identify and use necessary resources
- Respond appropriately to feedback
- Evaluate effectiveness of your actions

PAIR WORK

1. Identify a behaviour in class that stops some/all students learning effectively. Discuss the behaviour with partner. Listen carefully to each other.
2. Match blocking behaviours to the corresponding habit(s) of mind in the text/list on slide above
3. Think of a story/film character who displays one of the habits you want to see developed by the class
4. Build bones of a unit of work based on that character and their demonstration of the habit of mind you want to develop

3-min Pause (Dim2)



Take 3 minutes to stop and think about what you've learnt about Dimensions 1 and 5

I enjoyed . . .

I was surprised by . . .

I was challenged . . .

I'm not sure I . . .

One thing I learnt . . .

1. Help students *understand* goal of the process: e.g. why do we compare?
2. Give them the *steps and examples* for them to *practise* with
3. As they *practise* help them focus on dealing with the *difficult steps*
4. Provide the with *graphic organisers* to help them understand and use the process
5. Move from *modelling to independent work* (teacher-structured, to student-structured tasks)

Dim 2: Acquire and Integrate Knowledge

Two Types

Two Types

Which is which?

Declarative

Procedural

Content or Information

*Facts and
concepts*

*Things students know or
understand*

- Add and subtract
- Write a paragraph
- An amoeba
- The conventions of punctuation
- When oppression meets resistance, conflict results
- Set up an experiment
- Read music
- The rules of basketball
- Shoot free throws
- A numerator
- Democracy

Processes or Skills

Things students can DO

TASK: Draw a Venn diagram to compare how we learn concepts and skills

ions
ning
Interested in using it

How can it help
your teaching?



Take 3 minutes to stop and think
about what you've learnt about
Dimensions 1 and 3

I enjoyed...
I was surprised by...
I was challenged...
I'm not sure I...
One thing I learnt...

Dim 4: Use
Knowledge
Meaningfully

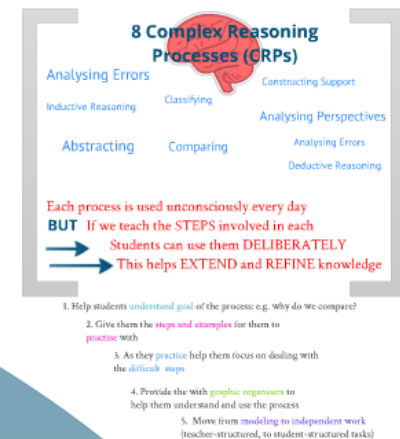
Dim 3: Extend and Refine
Knowledge



Dim 2: Acquire and
Integrate Knowledge

Knowledge Meaningfully

Dim 3: Extend and Refine Knowledge



Learners examine and analyse knowledge to:

- helps them make new connections
- discover or rediscover meanings
- gain new insights
- clarify misconceptions

MORE than reciting definitions or giving other examples



CHANGES the knowledge they have



8 Complex Reasoning Processes (CRPs)



Analysing Errors

Constructing Support

Inductive Reasoning

Classifying

Analysing Perspectives

Abstracting

Comparing

Analysing Errors

Deductive Reasoning

Each process is used unconsciously every day

BUT If we teach the STEPS involved in each

→ Students can use them DELIBERATELY

→ This helps EXTEND and REFINE knowledge

THINK-PAIR-SHARE: two examples of their use in scaffolding learning (lesson planning)

Comparing

Identifying and describing similarities and differences among things

Deductive Reasoning

Using rules or generalisations to draw conclusions about specific info or situations

Abstracting

Identifying the describing the underlying theme or pattern of information

Inductive Reasoning

drawing new conclusions from info and observations

Analysing Errors

Identifying and describing errors in thinking

Constructing Support

building systems of support for assertions



Classifying

Grouping things into categories with reasons

Analysing Perspectives

Identifying multiple perspectives on a issue and examining the reasons or logic behind each

Each process is used unconsciously every day

BUT If we teach the STEPS involved in each



Students can use them DELIBERATELY



This helps EXTEND and REFINE knowledge

1. Help students **understand goal** of the process: e.g. why do we compare?
2. Give them the **steps and examples** for them to **practise** with
3. As they **practice** help them focus on dealing with the **difficult steps**
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I enjoyed...
I was surprised by...
I was challenged...
I was sad...
One thing I learned...

[illegible]

Classroom Tasks 
These tasks are designed to be used in the classroom.
They are designed to be used in the classroom.

How can it help my teaching?

Dim 4: Use
Knowledge
Meaningfully



6 Complex Reasoning Processes

to help students
USE KNOWLEDGE
MEANINGFULLY

Problem Solving

overcoming
conditions in
the way of
goals

Invention

making unique products
or processes that fulfil
needs

Experimental Inquiry

making and testing
explanations of observed
things

Decision Making

making and applying
criteria to select from
alternatives

Systems Analysis

analysing the parts
and interactions in a
system

Investigation

identifying and resolving
issues which are unclear
or contradictory

3-min Pause (Dim2)



Take 3 minutes to stop and think about what you've learnt about Dimensions 1 and 2

- 1. Temporal ...
- 2. How temporalised by ...
- 3. How de-temporalised ...
- 4. How not spatial ...
- 5. One thing I learnt...

8 Components of a Marketing Plan

1. Marketing Goals
2. Marketing Objectives
3. Marketing Strategies
4. Marketing Tactics
5. Marketing Programs
6. Marketing Budget
7. Marketing Control
8. Marketing Evaluation

Executive Summary

• **What is the purpose of the marketing plan?**

• **What are the marketing goals and objectives?**

• **What are the marketing strategies and tactics?**

• **What are the marketing programs and budgets?**

• **What are the marketing control and evaluation systems?**

Dim 2: Acquire and Integrate Knowledge

Dim 18

Which Dimension are you most interested in using in your classroom? Why?

What is it?

SO...

What will we be doing?



How can it help my teaching?

How can it help my teaching?

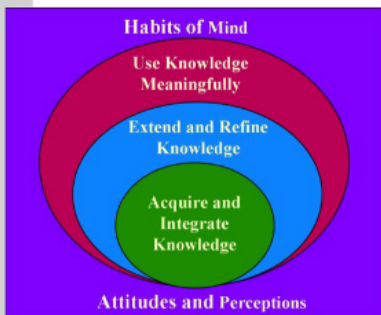
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